

ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS (Rev. 8/29/11)

Child's Name: _____ Date: _____

Instructions: The ALSUP is intended for use as a *discussion guide* rather than a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent. If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify examples (unsolved problems) in which that lagging skill is causing difficulty. Unsolved problems should specify the explicit conditions in which the child or adolescent is having difficulty meeting expectations (a non-exhaustive list of potential unsolved problems is shown at the bottom of the page). To assist in prioritizing, also rate the degree to which each recorded unsolved problem is setting in motion challenging episodes.

LAGGING SKILLS

- ___ Difficulty handling transitions, shifting from one mindset or task to another
- ___ Difficulty doing things in a logical sequence or prescribed order
- ___ Difficulty persisting on challenging or tedious tasks
- ___ Poor sense of time
- ___ Difficulty maintaining focus
- ___ Difficulty considering the likely outcomes or consequences of actions (impulsive)
- ___ Difficulty considering a range of solutions to a problem
- ___ Difficulty expressing concerns, needs, or thoughts in words
- ___ Difficulty understanding what is being said
- ___ Difficulty managing emotional response to frustration so as to think rationally
- ___ Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration
- ___ Difficulty seeing the "grays"/concrete, literal, black-and-white, thinking
- ___ Difficulty deviating from rules, routine
- ___ Difficulty handling unpredictability, ambiguity, uncertainty, novelty
- ___ Difficulty shifting from original idea, plan, or solution
- ___ Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
- ___ Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me, "It's not fair," "I'm stupid")
- ___ Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
- ___ Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills
- ___ Difficulty seeking attention in appropriate ways
- ___ Difficulty appreciating how his/her behavior is affecting other people
- ___ Difficulty empathizing with others, appreciating another person's perspective or point of view
- ___ Difficulty appreciating how s/he is coming across or being perceived by others

EXAMPLES (UNSOLVED PROBLEMS)

		Seldom	Sometimes	Often	Very Often
1.		0	1	2	3
2.		0	1	2	3
3.		0	1	2	3
4.		0	1	2	3
5.		0	1	2	3
6.		0	1	2	3
7.		0	1	2	3
8.		0	1	2	3
9.		0	1	2	3
10.		0	1	2	3

EXAMPLES OF UNSOLVED PROBLEMS

HOME: Waking up/getting out of bed in the morning; Completing morning routine/getting ready for school; Sensory hypersensitivities (specify); Starting or completing homework (specify); Time spent in front of a screen (TV, video games, computer); Going to/getting ready for bed at night; Sibling interactions (specify); Cleaning room/completing household chores (specify)

SCHOOL: Shifting from one specific task to another (specify); Getting started on/completing class assignment (specify); Interactions with a particular classmate/teacher (specify); Behavior in hallway/at recess/in cafeteria/on school bus/waiting in line (specify); Handling disappointment/losing at a game/not coming in first/not being first in line (specify)